Division of Innovation and Effectiveness
Office of School Transformation

Challenge to Achieve Plan

Identification Status:	State Priority School
Year of cohort or identification:	2
Date of submission:	June 30, 2015
Is this a revision?	No
School:	C.A. Johnson High School
District:	Richland County School District

Responsible Party	Print Name	Signature
Principal:	Mr. Nathan White	
Title I Coordinator or District Liaison:	Dr. Regina Thompson	
Superintendent:	Dr. Craig Witherspoon	

School/District Information

School name:	**C.A. Johnson High School**
School telephone number:	**(803) 252-7092**
School mailing address:	**2219 Barhamville Rd. Columbia, SC 29204**
School website URL:	**http://johnson.richlandone.org**
Year current building was built:	**1948**
School district:	**Richland School District One**
Principal:	**Mr. Nathan Whit**
Number of years principal at school:	**5**
Number of principals in previous five years:	**1**
Superintendent:	**Dr. Craig Witherspoon**
Number of years as superintendent in district:	**5 months**
Number of superintendents in previous five years:	**3**
School Board of Trustees Chairperson:	**Mrs. Cheryl Harris**
Number of years as chairperson:	**8 months**
Number of members of School Board of Trustees:	**7**
Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):	**$47,474.00**
Average salary of principals in district:	**$98,592.00**
Average salary of district-level administrators:	**$110,339.00**

Background Information

Intervention Statement	Provide a description of what indicators led to the identification of your school for intervention?	The school's failure to achieve adequate academic progress, as defined by the state accountability model, has resulted in its designation as an "At Risk" school for the past consecutive 5 years with a 2014 report card score of 58.6/F. In many areas, the at-risk indicators for C.A. Johnson exceed the state's median percentage and falls below similar schools. The school serves a highly transient minority population of 430 students that include approximately 30% of students who receive special education services. Merely 21.5% of second year high school students passed both subtests of the HSAP in 2014. Similarly, only an average of 54% of students who took end-of-course examinations earned a minimum passing score of 70. The average college entrance exam scores are 14.7 and 765 for ACT and SAT respectively, forcing students at C.A. Johnson to be among the 10 lowest performing students in South Carolina on the SAT. Also, when compared to similar schools and others in the district, C.A. Johnson High School has the lowest graduation rate of 61.2% with a drop-out rate of 6.5% for 2014. Approximately 16% of the students enrolled at C.A. Johnson High School are older than usual. Student attendance steadily declines and is significantly low at merely 86.7%, which is approximately 8% lower than in 2011.
Description of Root Causes	Summarize data relative to the root causes of your school's underperformance.	The root causes of C.A. Johnson's underperformance are: • Quality of instructional practices • Teacher and student attendance • Teacher Retention • Student discipline/suspension rate • Lack of continuous professional development for faculty and staff. • Large number of students with disabilities when compared to other school's like C.A. Johnson High School

ESEA

Year	ESEA Grade	Overall Score
2012	F	14.6
2013	F	39.1
2014	F	58.6

South Carolina Report Card Rating

Year	Absolute Rating	Growth Rate
2012	At-Risk	Good
2013	At-Risk	At-Risk
2014	At-Risk	Excellent

End of Course Examination Program (EOCEP)

Subject	2010	2011	2012	2013	2014
Algebra I	56.3	51.1	40.0	69.0	70.8
Biology	NA	19.3	35.8	50.4	49.2
English I	54.5	36.1	37.1	55.0	59.8
U.S. History	18.6	32.7	31.0	13.3	33.8

High School Assessment Program (HSAP)

Subject	2010	2011	2012	2013	2014
ELA	72.1	68.0	70.7	67.3	75.7
Math	65.5	62.6	61.6	58.3	54.7
Both	60.6	62.9	55.4	52.4	52.4

Student Attendance

Year	Attendance
2010	92.6
2011	94.9
2012	86.6
2013	85.5
2014	86.7

Teacher Attendance

Year	Attendance
2010	95.5
2011	95.1
2012	94.3
2013	93.6
2014	93.5

Teachers Returning

Year	Value
2010	72.5
2011	77.9
2012	73.4
2013	72.8
2014	66.9

Graduation Rate

Year	Value
2010	48.8
2011	44.9
2012	52.6
2013	57.3
2014	61.2
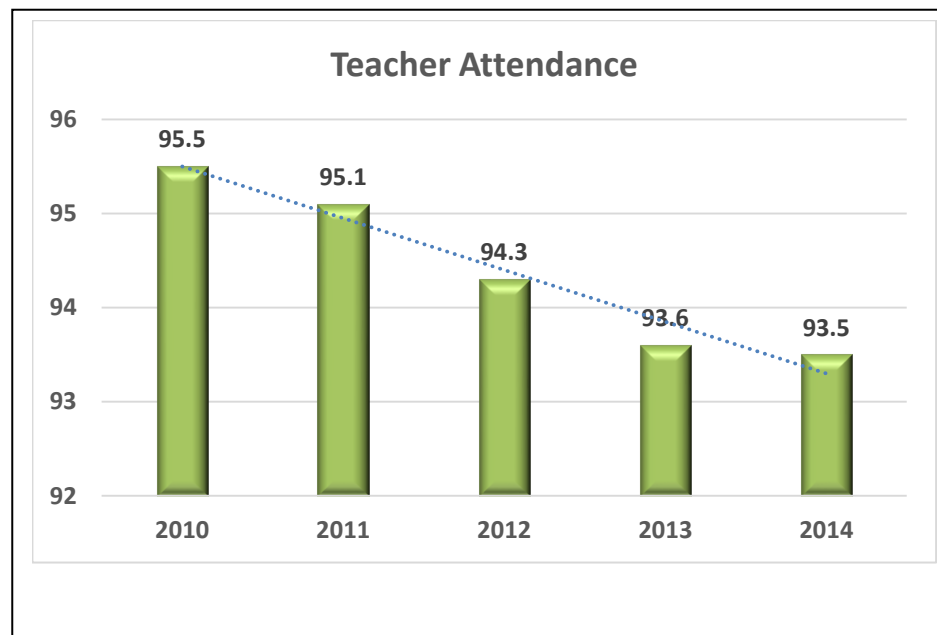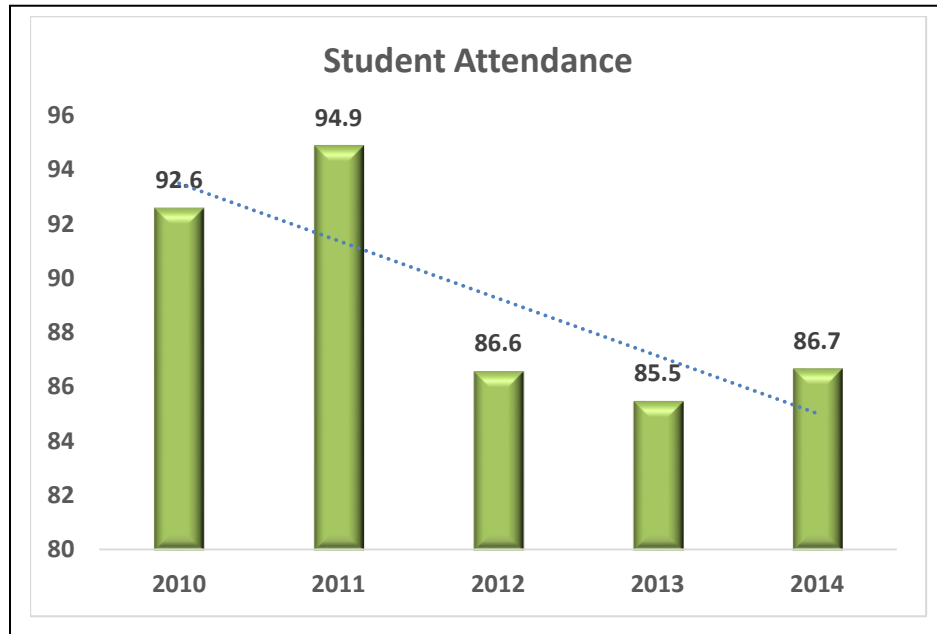
Turnaround Principle 1: Strong Leadership

School and district leadership team creates a shared vision of student learning and school improvement, provides instructional leadership, ensures the right conditions for student learning and school improvement, and coordinates effective collaboration and communication among all school and community partners.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Monitor the adherence to the school's vision, mission, and goals to improve student learning and outcomes collaboratively with a broad based team including staff, parents, students, and community partners.	Beginning: 8/15 Completion: 6/16	Principal and Leadership Team	When asked, 90% of the school community demonstrates deep knowledge and understanding of the school's vision/mission and their role and responsibilities in accomplishing such.	Survey	Fall: Winter: Spring:
Attend monthly School Improvement Council and PTA Meetings with the purpose of informing the community and parents about trends in school data and progress towards the school's goals, and updates on school programs.	Beginning: 8/15 Completion: 5/16	Principal Leadership Team, Instructional Team	Meeting with agendas and minutes with 60% attendance.	Sign-in Sheets, Agenda and Minutes	Fall: Winter: Spring:
Revise the school's leadership organizational chart and areas of responsibility to promote clarity in each job description, provide cohesive support to teams and promote a seamless approach to completing all required tasks as recommended by SDE Technical Assistance Team.	Beginning: 6/15 Completion: 7/16	Principal	Functional Organizational Chart	Revised Organizational Chart	Fall:
Conduct weekly Leadership Team meetings which includes the principal, assistant principals, and dean at minimum with the purpose of developing weekly goals for monitoring and supporting instruction, and examining current school data and progress towards school goals.	Beginning: 8/15 Completion: 6/16	Principal Leadership Team	Agendas and minutes from weekly Leadership Team Meetings	Sign-In Sheets, Agendas and Minutes	Fall: Winter: Spring
Establish a School Instructional Leadership Team, which includes department chairpersons in the core areas, the Reading Teacher, and the dean of students at minimum and conduct PLC meetings as a means of providing instructional support to teachers.	Beginning: 8/15 Completion: 5/16	Principal, Assistant Principal of Curriculum & Instruction	Instructional Leadership Team meetings, at least once a month	Agendas and Minutes	Fall: Winter: Spring:

Conduct monthly staff meetings to include certified and classified staff.	Beginning: 8/15 Completion: 5/16	Principal, Leadership Team, Instructional Team	Increased internal communications and collaboration. 50% increase in awareness of school's routines/procedures	Agendas Sign-In Sheets	Fall: Winter: Spring:
The Leadership Team engage in administrative retreats throughout the year to check the progress of school-wide practices and evaluate progress towards school goals.	Beginning: 8/15 Completion: 5/16	Principal, Instructional Team Leadership Teams	Administrative retreats at least three times a year.	Agendas, minutes, Sign-In Sheets	Fall: Spring:
Leverage instructional support within the building by redefining the role of the school's Reading Teacher to include more coaching and Tier 2 & 3 interventions.	Beginning: 6/15 Completion: 8/15	Principal, Assistant Principal of Curriculum & Instruction	Increased coaching support in all content areas. Increased support in Tier 2 & 3 RTI	Coaching Logs and Schedules Tier 3 RTI attendance rosters Student portfolios	Fall: Winter: Spring:
Continue to collaborate with other principals of feeder schools to develop strategic plans to improve the quality of instruction of the cluster and develop common instructional practices and professional development among all schools.	Beginning: 9/15 Completion: 5/16	Principal, Instructional Team Leadership Team	Increased cluster communications and collaboration	Cluster plan for cluster-wide improvement	Fall: Winter: Spring:
Establish a discipline committee to examine and revise existing disciplinary plans to support student climate and assess and analyze the school's progress towards school goals.	Beginning: 6/15 Completion: 5/16	Assistant Principal of Student Support, Dean	20% reduction in the number of disciplinary referrals, improved classroom attendance, increased teacher to student contact time	PowerSchool disciplinary data, Meeting Agenda and minutes	Fall: Winter: Spring:
Continue to use an attendance committee to monitor student attendance and develop and monitor attendance plans when appropriate.	Beginning: 9/15 Completion: 5/16	Guidance, Assistant Principal, Attendance secretary, Database specialist	20% increase in student attendance Bi-weekly attendance meetings	PowerSchool attendance data Meeting Agenda and minutes	Fall: Winter: Spring;

Turnaround Principle 2: Effective Teachers

School and district leaders focus on key areas related to leader and teacher development to improve teacher practice, and create and sustain high levels of learning and achievement for all students. Professional learning opportunities are data-informed to ensure their alignment with student and staff learning needs. A system is in place related to securing and sustaining effective support, evaluation and incentive processes.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Implement a comprehensive performance evaluation system with fidelity to support and measure staff performance and its impact on student learning.	Beginning: 8/15 Completion: 6/16	Leadership Team, Instructional Team, Principal	25%, 50% and 80% increase in observed use/implementation of research based instructional practices in classrooms	Observation 360 Feedback conferences; Coaching reports; Staff evaluations on file	Fall: Winter: Spring:
Develop and implement In-House Learning Walk schedules to ensure observance of all classrooms on a regular basis and monitor professional develop initiatives.	Beginning: 8/15 Completion: 5/15	Coaches, and Leadership Team, Instructional Team, Principal	A minimum of 10% of classroom observations per month	Observation 360	Fall: Winter: Spring:
Develop summary of Learning Walk findings as a means of identifying needs for departments and specific teachers.	Beginning: 8/15 Completion: 5/15	Coaches, Leadership Team, Instructional Team, Principal	A minimum of 8 Learning Walk summaries developed throughout the school year	Observation 360	Fall: Winter: Spring:
Assign teachers with district-level instructional coaches and school-based mentors as necessary to address individualized professional development needs.	Beginning: 8/15 Completion: 5/15	Coaches, Leadership Team, Instructional Team, Principal	5%, 10%, 20% increase in classroom passage rates.	Quarterly Report Card Observation 360 Feedback conference logs, Coaching reports	Fall: Winter: Spring:
Implement extensive year-long professional development for all certified teachers and support staff on curriculum and instructional strategies to include, but not limited to co-teaching, high expectations rigor, effective assignments and assessments.	Beginning: 8/15 Completion: 5/15	Leadership Team, Instructional Team, Principal	5%, 10%, 20% increase in classroom passage rates.	Common assessment data Quarterly classroom data Professional Development Plan	Fall: Winter: Spring
Implement year-long professional development for all certified teachers and support staff on the integration of technology in the curriculum.	Beginning: 8/15 Completion: 5/15	Instructional Team, Technology Educator	50% increase in the number of teachers who integrate technology in the curriculum.	Learning Walk Feedback Observation 360 Lesson Plans Samples of Student Work	Fall: Winter: Spring:

All teachers reinforce common classroom expectations for behavior.	Beginning: 8/15 Completion: 5/16	Coaches, Leadership Team, Principal	10% reduction in classroom disruptions;	Reduction in referrals Poster of common classroom/school-wide expectations	Fall: Winter: Spring
All teachers and departments implement common grading practices, which includes common graded weights and redo policies.	Beginning: 8/15 Completion: 5/16	Principal, Instructional Team	5%, 10%, 20% increase in classroom passage rates.	Reduction in the number of students who fail core classes	Fall: Winter: Spring
All teachers participate in regularly scheduled PLCs where there is emphasis on using student learning data to plan instruction and determine needs.	Beginning: 8/15 Completion 4/16	Principal, Coaches, Instructional Team, Leadership Team	Minimum of 4 PLCs per quarter per department.	PLC Schedules Common assessment data RTI schedule Lesson Plans Sign-In Sheets Minutes, Agendas	Fall: Winter: Spring
All teachers engage in data conferences with a member of the school's instructional leadership team to determine individual progress towards student achievement for his/her content area.	Beginning: 9/15 Completion 4/16	Principal, Coaches, Instructional Team, Leadership Team	Quarterly data conferences	Individual data notebooks	Fall: Winter: Spring
Fund in-state and out-of-state professional development opportunities.	Beginning: 10/15 Completion 5/16	Principal	Funding of off-site professional development	Purchase Orders Request to Attend documentation	Fall: Spring:
Contract consultants to provide training and support (discipline, analysis of data, instructional coaching support and leadership support)	Beginning: 10/15 Completion: 4/16	Principal Leadership Team	Funding of consultants	Feedback logs Teacher/Staff/Leadership Team sign-in sheets	Fall: Spring:
Incentives/recognition for faculty and staff for improvements in academic achievement, attendance, and other pertinent areas of school success.	Beginning: 9/15 Completion: 5/16	Principal Leadership Team	50% increase in the number of staff receiving incentives for academic achievement.	Staff attendance data Quarterly report card data Common assessment gains as measured by Mastery Connect	Fall: Winter: Spring:

Turnaround Principle 3: Redesign of Time for Learning and Collaboration

School time is redesigned to better meet student and staff learning needs specifically to increase time spent on instruction, increase time for teacher collaboration focusing on data-based decision making to improve teaching and learning, increase opportunities for extended learning time, and to provide time for professional learning.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Design and structure the master schedule to provide common planning time for teacher collaboration and engagement in the PLC process as well as early warning indicator meetings for students.	Beginning: 7/15 Completion: 8/15	Principal, Guidance, Assistant principals	Increase in teacher team meetings, collaboratively designed instruction, lessons and assessments, early warning indictor meetings	Master Schedule PLC schedule; PLC agendas and summary notes; Lesson plans, common assessments	Fall: Winter: Spring:
Design Master schedule to accommodate additional academic support and social support and interventions during the regular school day.	Beginning: 7/15 Completion 8/15	Principal, Guidance, Assistant principals, Reading Teacher	Content mastery and graduation increase by 40%	RTI plan Quarterly report card Common assessment scores Read 180 reports	Fall: Winter: Spring:
Continue to implement an afterschool and Saturday program to extend learning opportunities for all students and student-athletes outside of regular school hours.	Beginning: 9/15 Completion 4/15	Principal, Guidance, Instructional Team	Increase the number of students who participate in the afterschool program at least 3 days per week.	Attendance rosters E2020 reports TestView grouping reports TCA reports Seat Time Logs	Fall: Winter: Spring:

Turnaround Principle 4: Aligned and Rigorous Instruction (curriculum, instruction and assessment)

The school/district develops and implements standards aligned curricula, instruction, and assessment practices, along with academic interventions, that are rigorous and intentionally designed to graduate students with world class knowledge, world class skills and the life and career characteristics needed to succeed in a 21st century global marketplace.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Implement research-based curriculum and instructional practices that support rigorous instruction in all subject areas such as strategies to promote the effective use of Mastery Connect, RTI, and PLCs, pacing and instructional frameworks, and unwrapping the standards.	Beginning: 8/15 Completion: 5/16	District Chief of Teaching & Learning, Principal, Instructional Team, and coaches	10%, 20% and 50% increase of student achievement in all subject areas	Formative and summative assessment measures; Data notebooks Observation 360 reports, Lesson plans, revised lesson planning documents	Fall: Winter: Spring:
Implement and support a Digital Learning Environment that uses technology beyond projection devices to improve the quality of instruction in all classes.	Beginning: 8/15 Completion: 5/16	Principal, Instructional Team, and coaches, Technology Facilitator	50% increase in the number of teachers who integrate the use of technology in the curriculum	Learning Walk documentation Observation 360 Lesson Plans Samples of student work	Fall: Winter: Spring:
Grade level and like content area teachers develop and implement standards-aligned common lesson plans, units and assessments for each subject area.	Beginning 8/15 Completion: 5/16	Principal Instructional Team Coaches	Developed and Implemented aligned standard lessons and common assessments .	Common lesson plans Common assessments Mastery Connect reports	Fall: Winter: Spring:
The school implement a school wide instructional model aligned to the standards that incorporates the development of rigorous assessments, effective assignments (tiered) and high expectations.	Beginning: 8/15 Completion: 6/16	Principal, Coaches, Instructional Team	50% increase in teacher use of rigorous assessments, effective assignments, and high expectations.	Data notebooks, Observation 360 Mastery Connect Reports Lesson Plans	Fall: Winter: Spring:
The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep students on track for graduation.	Beginning: 8/15 Completion: 5/16	Principal Instructional Team Guidance	3% increase in on time graduation rate.	Master schedule Student schedule Edgenuity reports	Fall: Winter: Spring:
The school provide opportunities for students who need Tier 2 & 3 intervention to receive support within the regular school day.	Beginning: 8/15 Completion: 5/16	Reading Teacher	10% increase in student academic achievement in ELA.	RTI schedules and rosters Mastery Connect Reports Student Portfolios	Fall: Winter: Spring:

The school provides all students extended learning opportunities such as 8.5 Academy, Saturday Academies, afterschool and enrichment programs to keep students on track for graduation.	Beginning: 6/15 Completion: 5/16	Principal Instructional Team Guidance	3% increase in on time graduation rate.	8.5 Academy rosters and operational schedule, Extended day and Saturday rosters, Edgenuity reports, TCA reports	Fall: Winter: Spring:
The school provides all students with opportunities to enroll in and master rigorous course work for college and career readiness	Beginning: 7/15 Completion: 5/16	Principal Instructional Team Guidance	3% increase in AP course enrollment and Health Science enrollment	Enrollment Data	Fall: Winter: Spring:
All teachers who teach AP classes will fully participate in APEX webinars and employ Learning Resources shared by APEX.	Beginning: 8/15 Completion: 5/16	Principal Instructional Team Guidance	Increase in AP passage rates in all courses.	APEX reports Evidence of use of learning resources	Winter: Spring:
Instructional Team will collaborate with district level consultants to identify proven instructional resources to improve the quality of instruction in AP classes.	Beginning: 8/15 Completion: 9/16	Principal Instructional Team District Level Consultants	List of credible resources designed to improve student achievement in AP classes.	Requisitions Meeting Agenda and minutes	Fall: Winter:
Provide opportunities for students to participate in field studies that will support learning.	Beginning: 8/15 Completion: 4/16	Instructional Team, Dean	Involvement in field studies as deemed appropriate throughout the curriculum	Requisitions Student Reflections	Spring:

Turnaround Principle 5: Data to Inform Instruction and Improvement

An assessment system is in place for collecting and analyzing relevant student performance data at the district, school and classroom levels and includes an early warning system to identify students who are struggling, then provide them with appropriate supports. Student achievement and progress toward school turnaround goals are monitored and used to inform school and district practices.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Implement an early warning system among teachers who share common grade level subjects to identify students who have instructional deficiencies.	Beginning: 9/15 Completion: 5/16	Principal, Instructional Team, Guidance	5%, 10%, 20% and increase in number of students reaching established targets	Meeting Agendas and Minutes List of students who need support	Fall: Winter: Spring:
Provide opportunities to respond to intervention for students who need additional support and develop individualized instructional plans for improvement.	Beginning: 9/15 Completion: 5/16	Principal, Instructional Team, Guidance, Teachers, Reading Teacher	5%, 10%, 20% and increase in number of students reaching established targets	Individual instructional plans, RTI rosters, RTI lesson plans, student assessment progress charts	Fall: Winter: Spring:
Create student portfolios to monitor and evaluate student learning.	Beginning: 9/15 Completion: 5/16	Principal, Instructional Team, Teachers, Coaches	100% of students will have an updated student portfolio.	Student Portfolios	Fall: Winter: Spring:
Conduct student data conferences with students to help develop individualized instructional plans to meet mastery.	Beginning: 9/15 Completion: 5/16	Principal, Instructional Team, Teachers, Guidance	5%, 10%, 20% and increase in number of students reaching established targets	Data notebooks Student conference schedules Student conference forms Student Portfolios	Fall: Winter: Spring:
Post all relevant instructional data inside classrooms	Beginning: 7/15 Completion: 5/16	Instructional Team Coaches	100% of classrooms display data	Relevant data displayed	Fall: Winter: Spring:
Maintain and update current data room to include all pertinent school data.	Beginning: 7/15 Completion: 6/16	Instructional Team, Guidance	Data updated in real-time at least monthly.	Updated Data Room Current data reports	Fall: Winter: Spring:
Fully implement the use of Mastery Connect to collect and analyze student performance data.	Beginning: 8/15 Completion: 5/16	Principal, Instructional Team	100% of teachers will use Mastery Connect	Mastery Connect reports, Common Assessment results, Data Notebooks	Fall: Winter: Spring
Provide instructional support to students who require Tier 2 & 3 interventions.	Beginning: 8/15 Completion: 5/16	Reading Teacher	Increased support in Tier 2 & 3 RTI.	Tier 3 RTI attendance rosters Student portfolios	Fall: Winter: Spring:

Turnaround Principle 6: Student-Centered Environment and Climate

The district and school creates an environment that encourages adult relationships with students, and welcomes, encourages, and connects family and community partners to the school. The school environment is safe, disciplined, student-centered, and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Implement the discipline policy consistently among all classrooms and other school learning environments (cafeteria, intervention classes, etc.).	Beginning: 8/15 Completion: 5/16	All faculty and staff	20% reduction in disciplinary infractions	PowerSchool Discipline Data	Fall: Winter: Spring:
Offer incentives to students based student academic performance and attendance.	Beginning: 9/15 Completion: 5/16	Principal Leadership Team	50% increase in Awards Program and Educational Field Trip	Awards Field Trips	Fall: Winter: Spring:
Use the School Intervention Team (SIT) to provide constant support to students who are identified during early warning indicator meetings.	Beginning: 8/15 Completion: 10/15	Principal, Leadership Team, Guidance Teachers	Agendas and minutes from meeting.	SIT contracts, Agendas and Minutes from SIT meetings, Sign-in sheets	Fall: Winter: Spring:
Establish funding to support student leadership organizations to include, but not limited to Teacher Cadet, Student Council, and Block J Club and activities.	Beginning: 9/15 Completion: 6/16	Principal, Assist Principal of Student Support Academic Dean	Attendance at Conference/Workshops	Student-led meeting agendas and minutes Survey Results	Fall: Winter: Spring:
Establish Principal Student Leadership Cabinet	Beginning: 9/15 Completion: 6/16	Principal	More student input into school decisions as revealed by student input	Meeting notes	Fall: Spring:
Use the "Hero" system to help monitor student discipline and promote class attendance.	Beginning: 9/15 Completion: 5/16	Assistant Principal of Student Support, Dean	20% reduction in disciplinary infractions	PowerSchool Discipline Data Data generated from HERO	Fall: Winter: Spring:
Strategically revise duty posts for hall monitors to effectively monitor all areas of the building.	Beginning: 7/15 Completion: 8/15	Assistant Principal of Student Support	Building will be monitored at all transition times	Revised duty roster	Fall:
Establish an In-school suspension program where students will be actively engaged in instructional assignments as they serve their time.	Beginning: 7/15 Completion: 8/15	Assistant Principal of Student Support	Meaningful time spent while serving detention	ISS logs Copies of student work completed while serving detention	Fall:

Turnaround Principle 7: Family and Community Engagement

A family and community engagement plan ensures the active participation of families and community members in the life of the school. Two-way communication with families, community organizations, and businesses is ongoing to support student learning and success.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Communicate grade-level/course expectations and individual student achievement status to families.	Beginning: 9/15 Completion: 6/15	Principal, Leadership team, Teachers	Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status in relation to grade level expectations and standards	Written communication to parents or family members Updated Parent Portal documentation,	Fall: Winter: Spring:
Schedule data conferences with parents to share pertinent student data using student portfolios in addition to regularly schedule parent conferences.	Beginning: 9/15 Completion: 3/15	Instructional Team, Dean, Guidance, Teachers	A minimum of 2 parent data conferences will be held.	Student portfolios with parent signatures, sign-in sheets	Fall: Spring:
Provide a variety of family and parent events to encourage family involvement and create a climate that partners families, community members with the school	Beginning: 9/15 Completion: 6/15	Parent Involvement Coordinator	50% increase in parent and community participation in school.	Sign in sheets Parent and student surveys State Report Card Parent Newsletters Emails Website Social Media	Fall: Winter: Spring:
Conduct "Cluster-Wide" meetings with feeder schools to address parents and other stakeholders and discuss strategies to address social, emotional, and health needs.	Beginning: 9/15 Completion: 6/16	Principal, Assistant Principal of Student Support, Dean	A minimum of 2 Community discussions of relevant issues that impact student achievement.	Meeting agendas and notes Flyers	Fall: Spring:
Produce school newsletters to share current schools events and information with parents and the community.	Beginning: 9/15 Completion: 6/16	Reading Teacher Health Science Department JAG coordinator	Quarterly newsletters	Copies of newsletters	Fall: Spring: Winter:
Maintain school webpage to reflect updates and current school information and links to pertinent information.	Beginning: 9/15 Completion: 6/16	Media Specialist	Current and relevant information posted as often as necessary.	Current and relevant information posted on the school's website.	Fall; Spring: Winter: